

Department of Linguistics
University of Hawai'i at Mānoa
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PROGRAM DESCRIPTION 2009-2010

FACULTY

- *ANDERSON, Victoria B. – phonetics-phonology interface, phonetic and phonological universals, prosody, Austronesian and Australian languages, endangered languages, speech technology
- *BERGEN, Benjamin K. – cognitive linguistics; computational linguistics; psycholinguistics; sound symbolism
- *BLEY-VROMAN, Robert – English syntax, language acquisition
- *BLUST, Robert A. – historical linguistics; Austronesian linguistics and culture history; field methods
- *COOK, Haruko – Japanese linguistics, sociolinguistics, discourse analysis and pragmatics
- *DEEN, Kamil – language acquisition, syntax, Bantu languages and linguistics
- *DONEGAN, Patricia J. (Co-Graduate Chair) – natural phonology, vowel systems, acquisition; typology; computerized lexicography; Munda languages
- +DRAGER, Katie – sociophonetics; language and identity; psycholinguistics; speech perception; acoustic phonetics; laboratory phonology; language revitalization
- *HAIG, John – Japanese linguistics
- LASSETTRE, Paul – phonology, morphology, Micronesian linguistics
- +LEE, P. Gregory – theoretical linguistics, phonology, syntax, computer applications
- *LEE, Patricia A. – logical semantics and pragmatics, history of linguistics, animal communication
- *O'GRADY, William (Department Chair) – syntax, language acquisition, Korean, assessment of language strength
- *OTSUKA, Yuko – syntax; Polynesian
- *PETERS, Ann M. (Emeritus, Co-Graduate Chair) – children's speech
- *REHG, Kenneth L. – language documentation; endangered languages; Micronesian linguistics; phonology; lexicography; language planning
- *SCHAFER, Amy J. – sentence comprehension and production across languages (including Korean, Japanese, and Austronesian languages); sentence prosody; information structure, psycholinguistic approaches to language documentation and conservation
- *SCHWARTZ, Bonnie – linguistic theory and second-language acquisition and analysis; Universal Grammar; child second-language acquisition

- *SOHN, Ho-min – Korean linguistics
- *THIEBERGER, Nicholas A. – Vanuatu languages, Australian languages, linguistic fieldwork technologies, language archiving
- *VOVIN, Alexander – history of the Japanese and Korean languages, comparative Altaic linguistics, the Ainu language

COOPERATING GRADUATE FACULTY

- BROWN, J. D. – language learning and teaching, language testing
- DRECHSEL, Emanuel – ethnolinguistics; American Indian languages
- HIGGINS, Christina M. – macro- and micro-sociolinguistics, qualitative research methods, conversational analysis, code-switching
- HOONCHAMLONG, Yuphaphann – Thai linguistics (syntax, discourse, semantics), Tai/Thai dialectology, language learning and teaching, internet technology in language research and language instruction, translation
- KASPER, Gabriele – conversation analysis, discourse analysis, pragmatics, qualitative research, second language learning as discursive practice
- LI, Ying-Che – Chinese linguistics, semantics, language learning and teaching
- SAK-HUMPHRY, Chhany – Khmer language, linguistics and literature
- SCHMIDT, Richard W. – psycholinguistics, sociolinguistics, language learning and teaching
- SERAFIM, Leon A. – Japanese linguistics, Japanese language history, dialectology, and Ryukyuan languages
- SILVA, Noenoe K. – Hawaiian Politics; indigenous politics
- WARNER, Sam L. – Hawaiian language, Hawaiian language immersion education, curriculum development and second-language acquisition, educational psychology

AFFILIATE AND ADJUNCT FACULTY

- CHOO, Miho – Korean
- COOK, Kenneth – cognitive and relational grammar; Polynesian languages, especially Samoan
- GRIMES, Joseph – theory of the lexicon, discourse, language divergence

HARRISON, Sheldon P. (University of Western Australia) – Oceanic linguistics
 MEYERHOFF, Miriam (University of Edinburgh) – sociolinguistics, creoles
 NAKAMURA-BIGUS, Michiko – psycholinguistics, especially sentence processing in Japanese

RETIRED FACULTY – In Residence

**BENDER, Byron W. – general linguistics; morphology; Micronesian linguistics
 **BICKERTON, Derek – language variation; pidgins and creoles; language and literature
 **FORMAN, Michael L. – general linguistics, ethnographic linguistics, Philippine studies
 **GRACE, George W. – historical linguistics; Austronesian
 LYOVIN, Anatole V. – typology, Sino-Tibetan, historical linguistics
 **PETERS, Ann M. – children’s speech
 **SCHÜTZ, Albert J. – descriptive linguistics, field methods, lexicography; Fijian and other Melanesian languages; history of linguistics in the Pacific
 STAMPE, David L. – computational linguistics; phonology and prosody; holistic typology and drift; Munda languages

(*Emeritus Professor)

PROGRAM DESCRIPTION

Introduction – Linguistics (also called linguistic science, or the science of language) is the study of how language works – how it is acquired, how it is used, how it is represented in the brain, how it changes over time, and so on. Major subfields are phonetics, phonology, morphology, syntax, semantics, discourse analysis, pragmatics, historical linguistics, sociolinguistics, psycholinguistics (including developmental psycholinguistics), neurolinguistics, mathematical and computational linguistics, and ethnographic linguistics.

Linguistics is relevant to many endeavors, including cognitive science, language planning, language teaching, speech synthesis and recognition, treatment of language disorders, repair of communication breakdowns, and information technology. Our program presents unique opportunities for the study of Austronesian (Malayo-Polynesian) and Asian languages. It also has special strengths in language acquisition, psycholinguistics, and language documentation and conservation.

Our program is recognized as being among the top twenty-five in the United States.

Standards of Scholarship – As stated in the University of Hawai‘i’s Catalog, the degree of doctor of philosophy is awarded only for the most distinguished scholarly achievement. Since the Department of Linguistics was

established in 1963 expressly for the conferring of the PhD in Linguistics, and since all its activities exist ultimately for the apprenticing of scholars toward this end, it should be understood that the same high standards exist in all courses, examinations, and other departmental functions. All written work should observe high editorial standards. Though advisory services are provided to assist the students, the student alone is responsible for following the procedures and completing the steps required in the degree program. High standards of academic honesty are to be observed. To promote full understanding of what this implies, a statement on “Academic Honesty” from a University publication is reproduced in an appendix to this document.

Advising – All faculty in the Department participate in the advising of students majoring in Linguistics. Undergraduates majoring in Linguistics under the Interdisciplinary Studies program are advised initially by the undergraduate advisor and graduate majors by the chair of the graduate field of study. Students are later assigned to specific faculty members for advising according to their special interests.

Undergraduate Program – Students may major in linguistics for the BA degree at the University of Hawai‘i through the Interdisciplinary Studies Program. In this program, students create for themselves a major equivalent with the guidance of a faculty advisor. The major equivalent may combine the study of linguistics with that of one or more foreign languages or with related disciplines, such as anthropology or psychology. Students majoring in linguistics in this way may include some or all of the MA core of courses in their BA program, and are thus able to do more advanced work in their later MA program.

Graduate Program – The faculty represents a variety of theoretical viewpoints. The various faculty members are especially well qualified to direct research on languages of the Pacific and parts of Asia. Fields of special competence include descriptive and comparative linguistics, general linguistic theory, language contact and variation, ethnolinguistics, language development, experimental phonetics, psycholinguistics, sociolinguistics and cognitive linguistics. Students admitted to graduate programs in linguistics normally have a background in at least one foreign language. Some background in mathematics or one of the sciences may also be useful. Students entering without a course equivalent to LING 320 are required to take this course to make up for this deficiency in their preparation for graduate work.

The GRE General Test is required of all applicants. Both the MA and the PhD degrees are offered.

The MA program provides a basic introduction to the subject matter and skills of the discipline. The PhD program provides full professional training for careers in research and teaching. Employment opportunities for graduates of both programs today often require additional knowledge of one or more related disciplines. Students are therefore encouraged to broaden their training in linguistics by including work in other disciplines. Such programs, and those that include many of the specializations listed above, will involve the inclusion of faculty members from other fields of study on students' program committees. Students should make known their interests to the graduate chair as early as possible so that appropriate advisors can be chosen to direct students to courses, and any key prerequisite courses, that will help them explore their interests further. It is also possible for students to include concentrations in linguistics in their programs for the MA degree in Asian studies or Pacific Islands studies.

The guidelines listed below are offered to guide students in their preparation for the various examinations, although individual study must be done in areas not covered by course offerings. Courses bearing the 700-level numbers are seminars, and various sections of these seminars are typically offered in a given semester, depending on the interests of the resident faculty and students. Each semester there are normally a number of seminars dealing with geographical areas, particular language families, the structures of individual languages, and particular theoretical problems. A major portion of the work done beyond the MA level is in seminars and in directed research.

Master's Degree Requirements

The department offers MA Plan A, Plan B, and Plan C programs. In addition to the University-wide residence requirements of a minimum of two semesters of full-time work, all three programs require that students demonstrate competence in one language other than their native language.

Plan A requires a thesis (12 credit hours) and a minimum of 18 credit hours of course work. A final oral examination covering the thesis and related areas is also required.

Plan B requires a minimum of 30 credit hours and a final seminar presentation near the end of course work. The topic and format of the presentation must be approved in advance by the graduate chair. (More information on Plan B below.)

Plan C requires two semesters of full-time course work in addition to a final examination with both written and oral portions. Plan C is open to select students who have had some previous work in linguistics and who show both high potential for scholarly development and the motivation and discipline necessary for an independent course of study. A committee of faculty is appointed for each prospective student for Plan C. The committee administers a general examination during the student's first semester of study to determine the appropriateness of Plan C, advises the student in developing a program of study, and administers the oral portion of the final examination.

Plan B students must complete 30 credit hours of course work for a grade (not CR/NCR or Audit), of which 18 hours must be at the 600 level or above, including 3 hours of a 700-level seminar. Students may choose between three "streams": Linguistic Analysis, Language and Cognition, and Language Documentation and Conservation. For all streams there is a Core List from which different numbers of courses are to be selected:

- **Linguistic Analysis stream:** 10 courses, to include:
 - five courses (15 credits) from the **Core List**;
 - four courses (12 credits) of your choice (not 699);
 - one 700-level seminar (3 credits).
 - **Core List:** LING 410, 420, 421, 422, 645
- **Language and Cognition stream:** 10 courses, to include:
 - four courses (12 credits) from the **Core List**;
 - two courses (6 credits) from **List 1**;
 - one course (3 credits) from **List 2**;
 - two courses (6 credits) of your choice (but not 699);
 - one 700-level seminar (3 credits).
 - **Core List:** LING 410, 420, 421, 422, 441, 645
 - **List 1: Language and Cognition:** LING 431, 640G (Cognitive), 640Y (Psycholinguistics), 670
 - **List 2: data analysis:** EDEP 429, EDEP 605, EDEP 612, SLS 490, SLS 671, PSY 610, PSY 611
- **Language Documentation and Conservation (LDC) stream:** 10 courses, to include:
 - six required courses (18 credits) from the Core List;
 - two courses from **List 3** (6 credits);
 - two more courses, from List 3 or subject to your advisor's approval (6 credits).
 - **Core List:** LING 410, 420, 421, 422, 640G (Introduction to Documentary Linguistics); 750G (Methods of Language Documentation)
 - **List 3: Methods:** LING 611, 630, 631, 640G (Polynesian Language Family), 640S (Sociolinguistics), 645, 661,

750F (Phonetic Fieldwork on Endangered Languages), 750G (Lexicography), 750G (Methods of Language Conservation), 750G (Writing Grammars), 770.

• **Exit Requirement for LDC stream:** By the end of the final semester, the student must submit for approval by the Language Documentation and Conservation Committee, a '**Research Portfolio**' of at least 50 pages (1.5 line spacing, 12 point Times font, 1 inch margins). The portfolio should be assembled so that it demonstrates what the student has done in areas related to language documentation and conservation. It might also be viewed as a compilation of work that could be shown to a prospective employer. It should include printed-out and corrected versions of existing work (having taken account of comments) compiled into a volume with a title and a table of contents. The deadline to submit this portfolio to the department secretaries is three weeks prior to the last day of instruction.

Doctoral Degree Requirements

All students in the PhD program are required to complete a minimum of 33 credit hours of course and seminar work at the University of Hawai'i (exclusive of LING 800) beyond those counted towards the MA degree. Courses in phonology (LING 621), grammar (LING 622), and a Methods course are required of all PhD students. Methods courses include LING 630: Field Methods; LING 632: Laboratory Research; LING 750F: Phonetic Fieldwork on Endangered Languages; and LING 750Q: Methods in Language Acquisition. Students interested in experimental research are strongly advised to take one or more courses in statistical analysis as well (e.g., EDEP 429, ESL 490 or 671.)

PhD students must present two professionally written papers, pass a comprehensive examination, and pass a final oral examination in defense of the dissertation.

Paper requirement: Students must have **two** clearly and professionally written papers. The first must be satisfied through acceptance of a written version of the paper, either in a peer-reviewed journal or volume or in the *University of Hawai'i Working Papers in Linguistics (UHWPL)*. The second need not be published, but must nonetheless be of publishable quality. Satisfying each paper requirement is a two-step process: a) defense of the analysis being presented, and b) acceptance of a satisfactorily written and formatted paper for publication. The student forms a committee of three members. The first member, who serves as chair of the committee, is selected by the student; the other two

members are selected by the graduate chair. Analysis defense: Students give a conference-style 20 minute presentation with a comprehensive handout; this defense is not open to the public unless the student chooses to make it so. The committee must arrive at a unanimous decision. Students who fail to successfully defend their analysis must revise it and have a second defense by the end of the following semester. The defense requirement will be waived for papers published in competitive peer-reviewed outlets. If a student fails to successfully defend his/her analysis for the second time, the Graduate Chair will poll the faculty to determine whether the student should continue in the program.

Peer-reviewed publication: One paper must be published in a journal or volume where the papers themselves are subject to peer-review; this excludes proceedings from conferences where only abstracts - and not the entire papers - are reviewed. The review process must be critical and competitive, in that a substantial number of submitted papers are not accepted for publication, and reviewers provide critical comments on the paper to authors. It is the responsibility of students to provide evidence to their committee of a critical and competitive review process by submitting information about the process and a copy of the referee reports for the manuscript. No more than two drafts may be submitted to the committee chair before submission to the journal or volume. If the paper has *already* been published in an approved journal or volume, the student may satisfy the first working paper requirement by simply having a successful analysis defense.

UHWPL: Each paper must not exceed 5000 words, including notes and references. No more than two drafts should be submitted to the committee chair before submission to the other committee members. Students must obtain their committee's approval before submitting the final draft to UHWPL.

It is in the best interests of students to complete both papers no later than the end of their sixth semester in the program, so that they can start work on their dissertation during their fourth year. Students are encouraged to form their PhD program committees in consultation with the graduate chair as soon as possible after their two papers have been accepted.

All PhD candidates must demonstrate competence in one language other than their native one. Students may demonstrate their language knowledge either by taking a reading/ translation test involving a linguistics-related passage or by having satisfactorily taken courses in the language through the 202 level. Foreign students may use English if it is not their native tongue;

certification by the English Language Institute that they are exempt from ELI courses suffices to establish their competence in English.

Students are admitted to candidacy after certifying their language competence and performing successfully on the comprehensive examination, which is both written and oral. Students are expected to demonstrate expertise in three areas of specialization chosen from among the following: phonological theory, syntactic theory, phonetics, semantics, morphology, language in its social and cultural context, psycholinguistics, discourse analysis, language acquisition, computational linguistics, language learning and teaching, language planning, multilingualism, pidgins and creoles, translation, typology and universals, lexicography, or linguistics of any of the following areal or genetic groupings: Austroasiatic, Austronesian, Chinese, English, Indo-European, Japanese, Korean, Sino-Tibetan, or Tai. Related disciplines may also be designated as areas of specialization. These particulars are determined when the student's doctoral committee is formed.

Each student must then develop a written proposal outlining his or her intended dissertation research project. The student then meets with his or her committee to defend the proposal orally and to discuss various issues that it raises. In addition to traditional dissertation topics of a theoretical, descriptive, historical, or experimental nature, the faculty is open to topics in applied linguistics when it can be demonstrated that the project will add to the knowledge of language, broadly conceived. Research may include studies of language use in education, law, or other institutions of society; social and cultural influences on language acquisition and use; bilingualism, multilingualism, foreign accent, and translation, the interrelations of language and literacy, etc. Although many such topics can also be treated within disciplines such as anthropology, psychology, literature, and pedagogy, when presented for the PhD in linguistics they are expected to have a linguistic perspective and to make a distinctive linguistic contribution. The decision as to whether such expectations are met is made by the student's dissertation committee. Committees formed for applied topics will include members drawn from the faculties of closely related and cooperating fields of study such as Asian languages and literatures, English, Languages and Literatures of Europe and the Americas, and Second Language Studies. Students wishing to explore such areas are encouraged to include relevant courses beyond those required for the MA as electives early in their program.

COURSES

The following general descriptions are from the *University of Hawai'i Catalog*:

100 Language in Hawai'i and the Pacific (3)

Introduction to the study of language and language-related issues, with a focus on Hawai'i and the Pacific.

DS

102 Introduction to the Study of Language (3)

Non-formal introduction to language, emphasizing the everyday use of language, its relevance to contemporary issues in society, and local language issues. Topics covered include pidgins and creoles, language and the brain, animal communication, etc. **DS**

103 Language and Symbolic Reasoning (3)

Introduction to language as a formal symbolic system and to the techniques of analysis and reasoning that reveal its workings.

120 Language as a Window to the Mind (3)

Introduction to language-related phenomena, which gives insight into the organization of the human mind. Combines lecture, discussion and group projects.

320 General Linguistics (3)

Introduction to the formal analysis of language, focusing on phonetics, phonology, morphology, syntax, semantics, historical linguistics, language acquisition, and related topics. **DS**

331 Computer Applications (3)

Background; uses for machine translation, dictionary programs, speech synthesis, grammar modeling, etc. Pre: LING 320 (or concurrent) or consent.

344 Languages of the World (3)

Survey of major language families; typological classification and language universals; writing systems, "contact" languages. Variety of grammatical structures illustrated by selected languages. Pre: 320 or consent.

DS

346 The Philippine Language Family (3)

Introduction; phonological and grammatical systems; historical developments; emphasis on Filipino, Cebuano and Ilokano. Pre: grade of B or better in 102 or 320 and experience with a Philippine language, or consent. **DH**

347 Pidgin and Creole Languages (3)

Nature, history, structure, and geographic distribution of pidgin and creoles. Pre: 102 or consent. (Alt. years) (Cross-listed as IS 347)

410 Articulatory Phonetics (3)

Intensive training in recognition, reproduction, and recording of human speech sounds; preparation for field work with unrecorded languages and for clinical work in speech pathology. **DH**

412 Psycholinguistics (3)

The mental processes involved in producing, understanding, and acquiring language. Students will conduct a small psycholinguistic experiment. Pre: one

of LING 102, LING 320, Psy 100, or SPA 300; or consent.

Open to non-majors. **DS**

414 Introduction to Linguistic Anthropology (3)

Introduction to ethnographic study of speech and language. Pre: consent. (Cross-listed as ANTH 414) **DS**

415 Language and Gender (3)

The role of language in the construction of gender and in the maintenance of the gender order. Field projects explore hypotheses about the interaction of language and gender. No previous knowledge of linguistics required. (Cross-listed as ANTH 413) **DS**

416 Language as a Public Concern (3)

How does language serve as a proxy for larger social questions? This course focuses on four main themes: language revitalization, discrimination on the basis of accent, gender miscommunication, and the English Only Movement. Pre: 102, 320; or consent. **DS**

420 Morphology (3)

Theory of word structure; analysis of a variety of morphological types. Pre: 320 (or concurrent) or consent. **DH**

421 Introduction to Phonological Analysis (3)

Phonological analysis and theory. Pre: 410. **DH**

422 Introduction to Grammatical Analysis (3)

Syntactic analysis and grammatical theory. Pre: 320 or consent. **DH**

423 Cognitive Linguistics (3)

Conceptual systems and language from a cognitive science perspective. Linguistic evidence on conceptual structure, reasoning, categorization, and understanding. Pre: LING 102, LING 320, ICS 111, or PSY 100; or consent. Open to non-majors.

430 Animal Communication (3)

Investigates animal communication from the perspective of modern linguistics. Dispels common misconceptions about "talking animals" and shows how the cognitive, biological, and environmental needs and opportunities of animals determine what and how they communicate. Pre: 102 or consent. **DS**

431 Computational Modeling (3)

Hands-on introduction to modeling language. Focuses on connectionism, relations between language, perception, and motor control. Requires no programming experience. Pre: LING 102, LING 320, ICS 111, or PSY 100; or consent. Open to non-majors.

441 Meaning (3)

Theories of how literal and figurative language encode meaning and processes of meaning, encoding and decoding. Pre: LING 102, LING 320, ICS 111, or PSY 100; or consent. Open to non-majors.

445 Polynesian Language Family (3)

Introduction to the language family of Hawaiian, Samoan, Tahitian, Tongan, etc.; models of migration and settlement and linguistic evidence; subgrouping and

reconstruction of Proto-Polynesian; linguistic characteristics of present-day languages; language endangerment and conservation in Polynesia.

Pre: 320 with a grade of B or better, or consent. **DS**

451 Induction of Linguistic Structure (3)

Phonological and grammatical structures of a previously uncodified language are determined by linguistic analysis of data obtained from speakers of the language.

Pre: 102 or 320, or consent. **DH**

470 Children's Speech (3)

Individual strategies, baby talk, language socialization, language variation including multilingualism. Relation of cognitive to language development. Pre: 320. **DS**

499 Directed Research (V)

Cr/NC only. Pre: one 400-level linguistics course and consent of instructor. Maximum credits: 3.

500 Master's Plan B/C Studies (1)

Enrollment for degree completion. Pre: Master's Plan B or C candidate and consent.

611 Acoustic and Auditory Phonetics (3)

Principles of acoustics and audition as they relate to speech sounds, use of computer-based analysis tools to investigate acoustic properties of speech. Pre: 421 or consent.

621 Phonology (3)

Phonological theory and problems of analysis. Pre: 421 or consent. (Offered Fall Semesters ONLY)

622 Grammar (3)

Grammatical theory and problems of analysis. Pre: 422 or consent.

623 Semantics and Pragmatics (3)

Ways in which the interpretation of sentences in natural language depends upon the literal meaning of propositions and their logical (semantic) and conversational (pragmatic) inferences. Pre: 422 or consent.

630 Field Methods (3)

Work with native speakers of lesser-known languages to develop techniques for data collection, and analysis. Pre: 421 and 422 and one of 621 or 622, or consent. Repeatable unlimited times.

631 Language Data Processing (3)

Preparation of language data for computer processing; use ready-made programs; write simple language processing programs using SNOBOL4. Applications to student's research. Pre: 421 and 422, or consent.

632 Laboratory Research (3)

Laboratory methods for research in linguistics. Introduction to hardware, software, research designs, and basic analysis techniques commonly used in laboratory-based research. Combines lecture, laboratory work, and discussion.

Repeatable two times. Pre: graduate standing.

640(Alpha) Topics in Linguistics (3)

History of the discipline, schools of linguistic thought, current issues, etc. (E) English linguistics; (F) phonology and phonetics; (G) general; (H) history of the discipline; (S) sociolinguistics; (X) syntax; (Y) psycholinguistics. Pre: consent of the instructor. Repeatable one time.

645 The Comparative Method (3)

Introduction to historical-comparative linguistics, attention to both Indo-European and languages with few or no written records. Pre: 421 and 422, or consent.

646 The Comparative Method (3)

Continuation of 645. Pre: 645.

670 Developmental Linguistics (3)

Survey of the literature in language acquisition; emphasis on relation to linguistic theory. Pre: 421 and 422, or consent.

699 Directed Research (V)

Cr/NC only. Repeatable unlimited times. Pre: graduate standing and consent of instructor. Maximum credits: 6.

700 Thesis Research (V) Repeatable up to 12 credits.**730 Advanced Laboratory Research (3)**

Advanced laboratory methods for research in linguistics. Specialized and/or advanced uses of hardware, software, research designs and analysis techniques. Specific topic varies: check with department. Combines lecture, laboratory work, and discussion. Repeatable two times. Pre: LING 632 or consent.

750(Alpha) Seminar (3)

Reporting and discussion of current research in linguistics. (E) ethnolinguistics; (F) phonology and phonetics; (G) general; (M) semantics; (Q) language acquisition; (R) written language; (S) sociolinguistics; (X) syntax; (Y) psycholinguistics. Pre: consent of instructor. Repeatable unlimited times.

770 Areal Linguistics (3)

Structures of languages of various areas of the world; diffusion. Pre: consent. Repeatable unlimited times.

799 Apprenticeship in Teaching Linguistics (V)

Experience-based introduction to college-level teaching; doctoral students serve as student teachers to professors; responsibilities include supervised teaching and participation in planning and evaluation. Repeatable one time. Pre: admission to doctoral program and consent.

800 Dissertation Research (V) Maximum credits: 12.**FINANCIAL ASSISTANCE FOR STUDENTS IN THE GRADUATE PROGRAM IN LINGUISTICS**

Graduate Assistantships: The department's staffing plan provides for graduate assistants. Since assistantships are usually awarded for one year to a given student, it is rare for more than one of these positions to be open for award to a new incumbent in

any one year. The duties of these positions involve assistance with the department's instructional program, and they are thus sometimes termed "teaching assistantships." Incumbents may be assigned a section of the undergraduate introductory course LING 102 to teach, or they may be asked to assist in conducting the large unit mastery section of this course. They may also be asked to help supervise the departmental reading room, grade papers for faculty members, assist in department labs, or otherwise help in the overall instructional program. All classified graduate students, including those being admitted to this status, are automatically considered for any of these positions open for award, on the basis of their departmental applications on file with the department, and their performance in the program. The criteria for selection include academic standing, potential for success in the profession, whether their current mastery of the discipline is sufficiently advanced so that they could teach introductory sections on their own, and need; it should go without saying that matters of race, creed, or sex are not considered--that the University of Hawai'i is an "equal opportunity employer." Students being offered teaching assistantships are so notified, but no special notification is made to students for whom there is no award.

Teaching Assistantships in Other Departments:

Although there are few assistantships for award in the Department of Linguistics, a number of language and literature departments generally have more, because of the need to employ graduate assistants for the teaching of lower-level language classes. Such departments include East Asian Languages and Literature, English, Second Language Studies, Languages and Literature of Europe and the Americas, and Hawaiian Indo-Pacific Languages and Literature, and assistantships in these departments are generally awarded to students pursuing graduate degree programs in Asian language, English, ESL, or European Languages--the graduate program most closely related to the individual department. However, students with special expertise in one of these languages are sometimes able to combine work in one of these programs with work in linguistics while holding an assistantship for teaching the language. Two factors favor such arrangements: (1) it is possible to do a "double MA" at the University of Hawai'i--that is, count one and the same course toward more than one degree, within limits, and (2) a doctorate is not offered in some of these fields. Students hoping to finance the initial stages of their professional training in linguistics in this manner are advised to first seek admission to an MA program in one of the above languages (and assistantship support for the teaching for

the same). The study of linguistics can generally be combined with each of these MA programs. Near the completion of the language MA program the student can then apply for admission to the MA in linguistics program, with a view either to completing a second MA, or to transferring into the PhD program upon passing the PhD Qualifying Examination.

Research Assistantships: Members of the department faculty sometimes hold research grants that provide for the employment of one or more research assistants, and the advertisements for these research positions (which appear on the departmental bulletin board from time to time) usually stipulate the applicants should be degree students in graduate programs in linguistics. The requirements for such research assistantships may be more detailed and specific than those for teaching assistantships and depend on the nature of the particular research project. Students who meet the requirements and decide to apply will need to follow the specific instructions of the advertisements.

Tuition Waivers: Each semester the department has a number of tuition waivers. These are awarded on the same basis as the teaching assistantships above: all classified graduate students are considered, and no special application need be made beyond the departmental application required of all entering students.

National Resource Fellowships: These fellowships (formerly known as Foreign Language and Area Studies or National Defense Foreign Language Fellowships) are made possible through the federal grant to the Asian Studies Program. They permit graduate students in linguistics (and in other disciplines that relate to Asian Studies) to combine their degree programs with the study of some Asian language. Awards are made in three categories: East Asian, Southeast Asian, and South Asian. The bulk of the awards available at the University of Hawai'i are for the study of some Southeast Asian Language. Students wishing to apply for these fellowships should write the Graduate Student Fellowship Coordinator, School for Hawaiian, Asian and Pacific Studies, Moore Hall 321, University of Hawai'i, 1890 East-West Road, Honolulu, Hawai'i 96822.

East-West Center Scholarships: Although in the past a number of students have been supported in their graduate programs in linguistics by East-West Center scholarships, the Center is now an autonomous institution with no formal connection to the University of Hawai'i, pursuing its own programs which only rarely involve the support of University students. Yet

an occasional award is still made, especially to students from other countries, where the student's area of special interest happens to intersect with a program of one of the institutes of the Center, usually the Culture Learning Institute, or the Open Grants Program. Inquiries should be addressed to: Awards Services Officer, Box USF 84, Burns Hall 2066, East-West Center, 1777 East-West Road, Honolulu, Hawai'i 96848.

National Science Foundation Graduate Fellowship: From time to time students in the Department of Linguistics are awarded Graduate Fellowships by the National Science Foundation. These may also be held for several years to see the student through to an advanced degree. Application should be made directly to the Fellowship Office of the National Research Council (2101 Constitution Avenue, N.W., Washington, D.C. 20418) early in the fall of the preceding year. In recent years these fellowships have been awarded only to students who have just completed the BA and who would have less than a year of graduate work completed when assuming the tenure of the Fellowship. Only citizens and nationals of the United States are eligible.

Other Fellowships and Scholarships: The Graduate Fellowship & Scholarships Office maintains listings of other fellowships and scholarships that are available to graduate students from a wide variety of miscellaneous agencies such as the American Council of Learned Societies, the American Association of University Women, the Ford Foundation, the Danforth Foundation, etc. These listings are available for perusal in Spalding Hall 354D.

Other Sources of Support—hourly jobs and loans: From time to time the Department employs students for a variety of tasks connected with the operation of the Reading Room it shares with the Department of Second Language Studies, its phonetics laboratory, and as foreign language resource persons. Students seeking such employment or loans under various state and federal programs to finance their education may get further information from the University of Hawai'i Catalog and may apply for assistance of these sorts at the Financial Aids Services (2600 Campus Road, Honolulu, Hawai'i 96822). The University participates in the Federal College Work-Study Program, under the provisions of which further job opportunities are made available for qualified students.

General: The Department of Linguistics makes every effort to help its students needing support find opportunities of some sort. Generally, it is necessary to be physically present in Honolulu before part-time

employment off campus can be lined up. Some students find positions teaching in private schools; others have found work with business firms, including those related to the tourist industry of the islands. The Department, realizing the increased difficulty of obtaining full support in recent years, does everything possible to facilitate the programs of part-time students by scheduling classes at convenient hours, etc. Where possible, however, new students are encouraged to marshal resources necessary for a first-year of full-time study without the distractions of outside work so as to give the faculty a clear reading of their potential with respect to the profession and thereby enhance their prospects for support that may later become available.

APPENDIX ACADEMIC HONESTY

Honorable conduct is expected of all members of the UHM community. Both cheating and plagiarism--examples of which are given below--are contrary to the Student Conduct Code and subject to sanctions including, but not limited to, expulsion from the University.

Cheating

Obtaining help from or giving help to another student during an examination.

Obtaining or giving, without authorization, information concerning a prior examination that is to be re-administered.

Using books, notes, or any other unauthorized sources of information during an examination.

Obtaining, without authorization, an examination or any parts thereof before taking an examination.

Altering the record of any grade.

Altering any answers or grades on any test or assignment after the test or assignment has been submitted for grading.

Forging, falsifying, or altering any information on application forms, transcripts, or other university records.

Misrepresenting the facts in order to obtain exceptions to the fulfillment or timing of required coursework and examinations.

Plagiarism

Submitting or participating in the submission of a report, paper, theme, notebook, homework assignment, outline, computer program, or any other product that has been knowingly obtained or copied in whole or in part from another individual's work without a clear identification of the source.

Neglecting to identify as a quotation a documented idea that has been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source.

Submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.

Dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

If there is any reasonable question about whether a particular practice might constitute cheating or plagiarism, it is the responsibility of the student to seek clarification.

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College of Arts & Sciences

The University of Hawai'i at Mānoa is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admissions and access to, and participation, treatment and employment in the University's programs, activities, and services. For more information on EEO/AA policies and complaint procedures, contact:

Students: Dean of Students
808-956-3290 (V/T)

Employees: EEO/AA Director
808-956-6423

Disabled student services:
KOKUA Program Director
808-956-7511 (V/T)

This program description is available in alternate format upon request.

Call: 808-956-8602 for assistance.